

## **School Climate and Restorative Practices Trainings Descriptions**

### **School Climate Basic Training**

This two-day professional development training session is focused exclusively on *School Climate*: What School Climate is (definition and scope), the difference between School Climate and School Culture and the role of adults in school to foster a positive school climate. We will explore the conflict cycle and adults' professional responsibilities as it pertains to School Climate improvement. During the two days, participants will be introduced to the School Climate Development Model, the School Climate/Culture Model, four strength-based models that are at the core of School Climate and School Climate improvement (School Connectedness, Resiliency, The Circle of Courage and Youth as Resources). Participants will also learn about student motivation and be introduced to Restorative Practices. Throughout the two highly interactive days, participants will learn countless strategies to foster and improve School Climate. Once completed, Basic School Climate Training allows participants to enroll in School Climate Advanced Training. Basic training is the prerequisite for the three-day advanced session.

### **School Climate Advanced Training**

This three-day professional development training session can only be taken after successful completion of School Climate Basic Training. Advanced training is an "extension" of School Climate Basic Training. In this session, participants dig deeper into the topics that are covered in the two-day Basic training session, to allow everyone to gain a much richer understanding of the content central to school climate improvement. In addition, participants receive information about different learning styles as well as how to facilitate training for adults. There are two major goals for Advanced training. First is to be much more knowledgeable and comfortable with school climate "content." The second goal is to be able to return to their schools/organizations and share/facilitate topics introduced in Basic training to colleagues and other community members. As with Basic training, Advanced training is highly interactive. After the successful completion of Advanced training, participants are provided with all materials necessary for such in-school training in all of the topics covered in Basic training.

### **School Climate Training for Committees/Teams**

This two-day training session is designed for members of the schools' Safe School Climate Committees to receive information about the intersection between School Climate Improvement and the "Bullying" arena. In this highly interactive session, participants will be introduced to the central features of School Climate. However, the majority of the content is devoted to the world of bullying, the CT state statutes around anti-bullying/school climate and requirements within these laws. The National School Climate Standards will be introduced as

well as what is required of schools around assessments, use of data and working as a committee. The content in this School Climate for Committee/Team training is *additive* to the Basic training and Advanced training. In other words, participants who have attended Basic and/or Advanced training will gain a great deal of additional information around bullying, the National School Climate Standards and how data can be used to help facilitate planning for school climate improvement. However, because the bulk of the content in this training is devoted to Safe School Climate Committee roles and responsibilities and the content needed to fulfill this role, this training is *not* allowable for entry into Advanced training. “Teams” from school are encouraged to register, although it is not required. Safe School Climate Specialists and Safe School Climate Coordinators are highly encouraged to attend.

### **Restorative Practices Basic Training**

This two-day Basic training in Restorative Practices provides the necessary information for establishing the conditions for developing and nurturing a culture based on high quality relationships among all school community members and positive community building. This is accomplished by focusing not on rules broken and punitive consequences but rather on the harms done and providing appropriate restorative consequences and the systems that are necessary to repair and support strong relationships. Working restoratively is a social/relational rather than a behaviorist model. Embracing restorative practices is not a program but rather a way of thinking, being and operating. The training includes concrete and practical strategies for establishing the appropriate classroom and school-based routines as well as conducting circles and conferences in primary prevention as well as intervention contexts. This training builds upon existing School Climate training sessions provided by the Connecticut State Department of Education, although previous attendance in Basic (Team and/or Advanced) School Climate training is not required to participate in this Restorative Practice Basic training for which attendees will receive credit from the International Institute for Restorative Practices (IIRP).

Day 1: Introduction to Restorative Practices

Learn practical strategies to build strong, healthy relationships

Day 2: Using Circles Effectively

Discover how to optimally utilize circles in any setting

### **School Climate Basic Training for High School Students**

This one full day training is designed to complement the adult training sessions and just like all of the adult School Climate training sessions is highly interactive. Although seniors are permitted to participate in the training, it is meant especially for freshman, sophomores and juniors who will be able to become climate leaders in their schools over a longer period of time. It is hoped that teams of students will attend together so that they will be able to work with one another to improve their school climates subsequently. To do so, they will become knowledgeable in what climate is (the climate/culture model), how it relates to the “bullying” arena, learn about the school climate development model, be introduced to the National School Climate Standards and the Principles of Character Education, as well as learn about

“restorative practices,” and how this relates to positive climate. Students are also introduced to two key strength-based models: School Connectedness and using Youth as Resources. Finally, they become very familiar with the only true Board of Education Approved School Climate Policy in the country. Each training cohort creates a social contract for the day and has, by design, ample opportunity to engage with peers from all of the school team members in attendance. The adult advisors who accompany them participate in a full/parallel day that is meant to be additive to any Basic, Team or Advanced Climate training they may have had. For those advisors who have not yet attended any Climate training sessions, it will serve as an introduction to school climate and demonstrate how students can truly be climate leaders in partnership with educators. A component of the advisor training is observing the students engaged in their training learning tasks.

### **Restorative Practices Basic Training for High School Students**

This one full day training is designed to complement the adult training session in Restorative Practices described above and just like all of the adult school climate and restorative practices training sessions is highly interactive. A prerequisite of this session is that students have previously attended a School Climate Training for High School Students. Although seniors are permitted to participate in the training, it is meant especially for freshman, sophomores and juniors who will be able to become restorative climate leaders in their schools over a longer period of time. It is hoped that teams of students will attend together so that they will be able to work with one another to understand the principles of restorative practices and impact and improve their school climates subsequently in deeper ways. To do so, they will become knowledgeable in what restorative practices are and how these interconnect with school climate. Each training cohort creates a social contract for the day and has, by design, ample opportunity to engage with peers from all of the school team members in attendance.

**ALL PARTICIPANTS RECEIVE CERTIFICATES WHEN TRAINING IS COMPLETED. STUDENTS RECEIVE THEIR CERTIFICATES AT THE END OF THEIR TRAINING DAY. ADULTS RECEIVE THEIR CERTIFICATES BY EMAIL SUBSEQUENT TO ATTENDANCE.**